

Task Force on Professional Levels and Competencies [PLC Task Force]

November 3, 2009

AEA 11, Woodside Regional Office

Ankeny, IA

Decisions

- Approved change to the label for teaching staff competencies from “core” to “essential” competencies
- Approved recommended performance levels for teaching staff
- Approved essential competencies associated with each of the three performance levels by teaching role
- Approved the Task Force Glossary of Terms
- Approved four “next steps” recommendations

Meeting Notes

Opening Remarks – Penny Milburn, Consultant, Iowa Department of Education

Penny welcomed members to the PLC Task Force final meeting and expressed appreciation for everyone’s hard work. While acknowledging the current budget situation, she reiterated the importance of the group’s work and determination to move forward with the essential competencies as a core plank of the state’s comprehensive, early childhood professional development system. Penny then gave everyone an update on the approval process and timeline for the Task Force’s work, noting that it had been extended slightly to accommodate the later ending date for its work.

Agenda Review – Stacie Goffin, PLC Task Force Facilitator

Stacie directed members’ attention to the value of their work and opportunities for its acceptance in Iowa. She then reviewed the tasks for the group’s final meeting:

1. In response to stakeholder input, deciding whether to label the teaching staff competencies as “core competencies” or “essential competencies”;
2. Approving recommended performance levels for teaching staff;
3. Approving core competencies associated with each performance level by teaching role;
4. Approving the Task Force Glossary of Terms; and
5. Approving next steps recommendations.

Label for Teaching Staff Competencies

Because the term “core” is associated with other state standards, Task Force members voted to rename the teaching staff competencies as “essential competencies” (versus “core competencies”) to avoid confusion.

Final Review of Competencies for Teaching Staff

Task Force members made final revisions to the essential competencies for teachers and teacher assistants. Following a final review, members approved the three teaching staff performance levels and essential competencies associated with each level and teaching role.

Final Review of Glossary of Terms

Members reviewed the glossary of terms, along with the addition of new terms (proposed during the Stakeholder Input sessions and by task force members) and definitions. Members then approved the PLC Task Force Glossary of Terms.

Final Review of “Next Step” Recommendations

Members reviewed the four “next steps” recommendations, making sure they were clearly articulated and would help to achieve the goal of a comprehensive and inclusive system of professional development for teaching staff working with children birth through Kindergarten. Upon completion of this review, members approved each of the four “next step” recommendations. These four recommendations recommend:

- Review and revision of the Board of Educational Examiners’ three early childhood education teaching endorsements in the context of the essential competencies for teachers;
- Review and revise the Board of Educational Examiners’ expectations for para-educator certification in the context of the essential competencies for teacher assistants;
- Linking certifications and degrees with the performance levels for teaching staff; and
- Creation of a self-assessment tool based on the performance levels and essential competencies for use by teaching staff.

Reflections

Members discussed the personal value of their experiences with this work, as well as the ways in which they can continue to support the work of the PLC Task Force.

Adjournment

The PLC Task Force meeting was adjourned at 5:15 p.m.